



# School Quality Review Report

*James Russell Lowell School 51*

Indianapolis Public Schools

May 15-16, 2018

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## I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state's accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

*(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the United States Department of Education's "Eight Turnaround Principles" (see Appendix B). The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

## II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify James Russell Lowell School 51's strengths and areas for improvement organized around the [United States Department of Education's Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on three Turnaround Principles that were identified as priorities by the school and its district.

The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, community members and parents, (2) observed a professional learning community meeting with teachers, (3) observed instruction in 36 classrooms, and (4) interviewed school and district leaders.

Prior to the visit, teachers completed an online survey, with 19 teachers participating. Parents and family members were also invited to complete a survey; 29 parents completed this survey. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

### III. Data Snapshot for James Russell Lowell School 51

School Report Card							
2015-2016 Report Card	Points	Weight	Weighted Points	2016-2017 Report Card	Points	Weight	Weighted Points
Performance Domain Grades 3-8	18.40	0.5	9.20	Performance Domain Grades 3-8	25.40	0.5	12.70
Growth Domain Grades 4-8	85.50	0.5	42.75	Growth Domain Grades 4-8	80.50	0.5	40.25
Overall Points			52.0	Overall Points			53.0
Overall Grade			F	Overall Grade			F

Enrollment 2017-2018: 414 students	
Enrollment 2017-2018 by Ethnicity	Enrollment 2017-2018 by Free/Reduced Price Meals
<p>26, 6%    11, 3%    1, 0%</p> <p>132, 32%    244, 59%</p> <p>■ Black    ■ Hispanic ■ White    ■ Multiracial ■ American Indian</p>	<p>112, 27%    1, 0%</p> <p>301, 73%</p> <p>■ Free Meals    ■ Reduced Price Meals    ■ Paid Meals</p>
Enrollment 2017-2018 by Special Education	Enrollment 2017-2018 by English Language Learners
<p>84, 20%</p> <p>330, 80%</p> <p>■ Special Education    ■ General Education</p>	<p>103, 25%</p> <p>311, 75%</p> <p>■ English Language Learner    ■ Non-English Language Learner</p>

Attendance			
Attendance by Grade			Attendance Rate Trend
Grade	'14-'15	'15-'16	'16-'17
K	97.4%	98.0%	99.5%
1	96.2%	96.6%	99.7%
2	96.4%	97.9%	99.5%
3	96.7%	97.3%	99.7%
4	97.3%	96.8%	99.5%
5	96.5%	96.9%	99.7%
6	96.1%	97.0%	99.6%

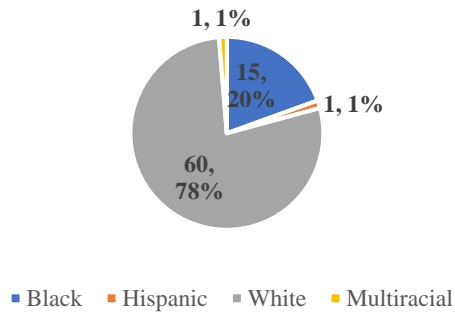
  

Attendance Rate Trend		
100.0%	99.0%	98.0%
97.0%	96.0%	95.0%
94.0%	93.0%	92.0%
96.4%	97.1%	99.6%
2014-2015	2015-2016	2016-2017

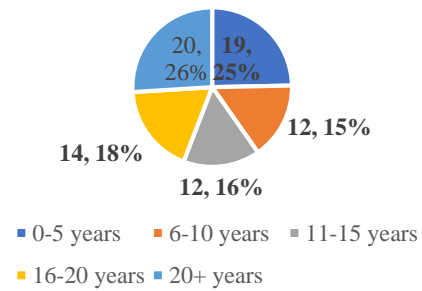
## School Personnel

*Teacher Count 2016-2017: 77*

*Teacher Count 2015-2016 by Ethnicity*

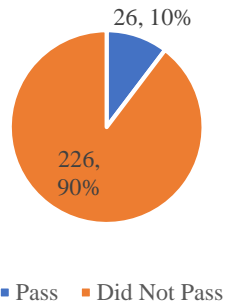


*Teacher Count 2015-2016 by Years of Experience*

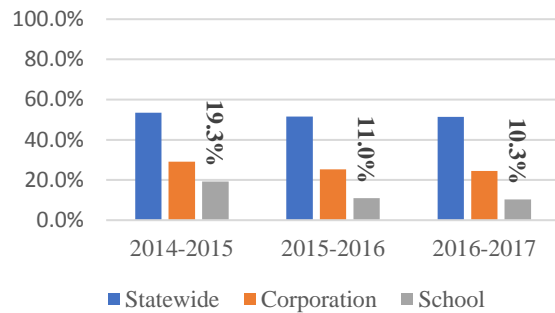


## Student Academic Performance

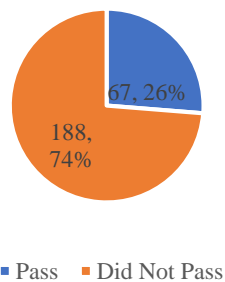
*ISTEP+ 2016-2017  
Both English/Language Arts and Math*



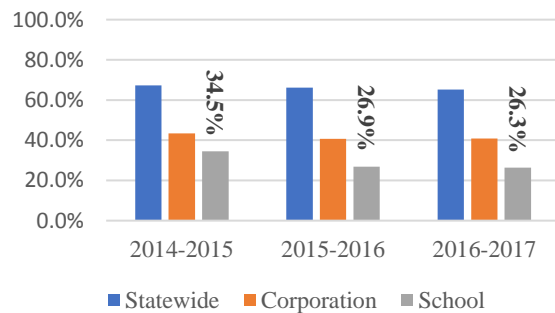
*ISTEP+ Percent Passing Trend  
Both English/Language Arts and Math*



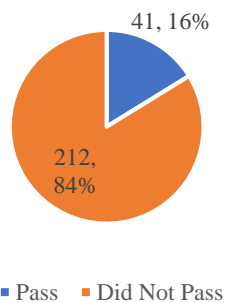
*ISTEP+ 2016-2017: English/Language Arts*



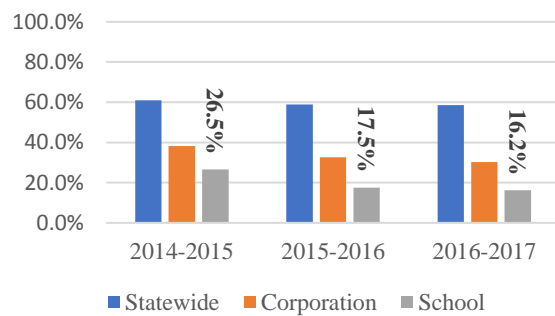
*ISTEP+ Percent Passing Trend: English/Language Arts*

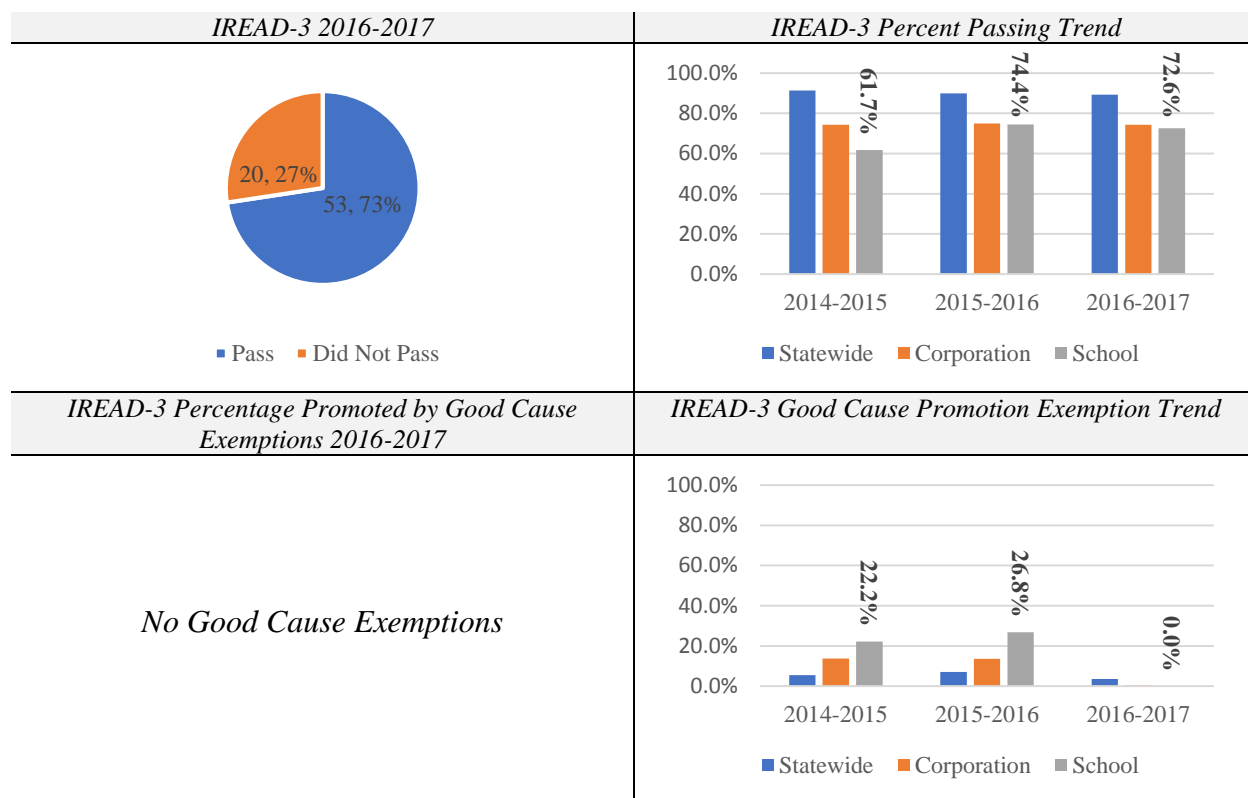


*ISTEP+ 2016-2017: Math*



*ISTEP+ Percent Passing Trend: Math*





## IV. Evidence and Rating for School Turnaround Principle 2: Climate and Culture

### Background

The next three sections of the report illustrate the Technical Assistance Team's key findings, supporting evidence, and overall rating for each of the school's prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a "Turnaround Principle Alignment Tool" provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school's improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other five Turnaround Principles can be found in Appendix A of this report.

School Turnaround Principle 2: Climate and Culture			
Evidence Sources			
Classroom Observations, Teacher Focus Group, Student Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Professional Learning Community (PLC) Meeting Observations, Observations of Hallway Transitions and Common Areas, Artifacts Provided by James Russell Lowell School 51			
Rating			
1 <u>Ineffective</u>	2 <u>Improvement Necessary</u>	3 <u>Effective</u>	4 <u>Highly Effective</u>
<i>No evidence of this happening in the school</i>	<i>Limited evidence of this happening in the school</i>	<i>Routine and consistent</i>	<i>Exceeds standard and drives student achievement</i>
Evidence			
Strengths			Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> <li>PBIS school-wide expectations exist for all common areas and are reviewed daily during morning announcements. The school-wide expectations are posted in the majority of classrooms.</li> </ul>			<ul style="list-style-type: none"> <li>2.1, 2.3, 3.6, 1.4</li> </ul>
<ul style="list-style-type: none"> <li>Classrooms are using CHAMPS to outline daily expectations for all sections of learning. A sensory room is also being built so a safe place exists for students in crisis.</li> </ul>			<ul style="list-style-type: none"> <li>2.1, 2.2, 3.1</li> </ul>
<ul style="list-style-type: none"> <li>The PBIS team meets every two weeks to review expectations and behavior data in order to make necessary modifications to the school's PBIS processes.</li> </ul>			<ul style="list-style-type: none"> <li>2.1, 2.3, 6.1, 1.1, 1.3</li> </ul>

Areas for Improvement	Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> <li>Student misconduct interrupts classroom instruction and impedes an environment conducive to effective teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>2.1, 2.2, 2.3, 3.6</li> </ul>
<ul style="list-style-type: none"> <li>As is evident through classroom observations, the quality of academic instruction and behavioral expectations varies from classroom to classroom. Furthermore, in only 50% of classrooms observed was evidence of rules and procedures demonstrated by teachers and students.</li> </ul>	<ul style="list-style-type: none"> <li>2.1, 2.2, 2.3, 3.6, 1.2</li> </ul>
<ul style="list-style-type: none"> <li>In only 38% of classrooms observed, did teachers respond to student behaviors quickly and respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>2.1, 2.2, 3.6</li> </ul>

## V. Evidence and Rating for School Turnaround Principle 3: Effective Instruction

School Turnaround Principle 3: Effective Instruction			
Evidence Sources			
Classroom Observations, Teacher Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Professional Learning Community (PLC) Meeting Observations, Artifacts Provided by James Russell Lowell School 51			
Rating			
1 <u>Ineffective</u>	2 <u>Improvement Necessary</u>	3 <u>Effective</u>	4 <u>Highly Effective</u>
<i>No evidence of this happening in the school</i>	<i>Limited evidence of this happening in the school</i>	<i>Routine and consistent</i>	<i>Exceeds standard and drives student achievement</i>
Evidence			
Strengths		Aligned Turnaround Principle Indicator(s)	
<ul style="list-style-type: none"> <li>Grade level PLCs occur twice a week to collaboratively deconstruct state standard and determine what students need to know, do, and articulate to successfully master standards and skills. Teachers also analyze data during this time to determine which students are mastering standards and plan re-teaching activities for students who are not.</li> </ul>		<ul style="list-style-type: none"> <li>3.1, 3.3, 4.2, 5.3, 5.5, 6.2, 7.2, 1.5, 1.8</li> </ul>	
<ul style="list-style-type: none"> <li>The instructional leadership team collaborates weekly to determine professional development (PD) and PLC topics, to analyze data, and to problem solve. They also review and provide necessary feedback on teachers' lesson plans.</li> </ul>		<ul style="list-style-type: none"> <li>3.5, 5.2, 5.3, 6.2, 1.2, 1.7</li> </ul>	



<ul style="list-style-type: none"> <li>An instructional “boot camp” is scheduled for the summer so teachers can deconstruct first quarter standards, create assessments, and plan culturally responsive lessons.</li> </ul>	<ul style="list-style-type: none"> <li>3.2, 3.4, 3.6, 5.3, 5.5, 1.2, 1.6</li> </ul>
Areas for Improvement	Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> <li>While there are various instructional programs and initiatives present, the school’s instructional priorities are unclear.</li> </ul>	<ul style="list-style-type: none"> <li>3.2, 3.6, 1.2, 1.4</li> </ul>
<ul style="list-style-type: none"> <li>As is evident through classroom observations, teachers are not using multiple instructional strategies to provide students with engaging and differentiated instruction.</li> </ul>	<ul style="list-style-type: none"> <li>3.2, 3.5, 3.6, 2.2</li> </ul>
<ul style="list-style-type: none"> <li>In only 7% of classrooms observed were students provided differentiated instruction, with support to match their learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>3.3, 3.5, 3.6, 2.2</li> </ul>
<ul style="list-style-type: none"> <li>In only 48% of classrooms observed were the majority of students actively engaged in learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>3.2, 3.6, 2.1, 2.2</li> </ul>

## VI. Evidence and Rating for School Turnaround Principle 5: Effective Staffing Practices

School Turnaround Principle 5: Effective Staffing Practices			
Evidence Sources			
Classroom Observations, Teacher Focus Group, Student Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Artifacts Provided by James Russell Lowell School 51			
Rating			
1 <u>Ineffective</u>	2 <u>Improvement Necessary</u>	3 <u>Effective</u>	4 <u>Highly Effective</u>
<i>No evidence of this happening in the school</i>	<i>Limited evidence of this happening in the school</i>	<i>Routine and consistent</i>	<i>Exceeds standard and drives student achievement</i>
Evidence			
Strengths		Aligned Turnaround Principle Indicator(s)	
<ul style="list-style-type: none"> <li>Teachers receive tiered feedback and instructional support based on evaluation and walkthrough data.</li> </ul>		<ul style="list-style-type: none"> <li>5.2, 5.3, 5.5, 1.6</li> </ul>	
<ul style="list-style-type: none"> <li>The instructional coaching cycle allows coaches to deliver professional development and support to address challenges faced by the whole group as well as individual teachers.</li> </ul>		<ul style="list-style-type: none"> <li>5.2, 5.3, 5.4, 5.5, 1.2, 1.7</li> </ul>	

<ul style="list-style-type: none"> <li>The teacher focus group revealed that formative classroom walkthroughs occur weekly, and teachers regard them as beneficial and non-threatening.</li> </ul>	<ul style="list-style-type: none"> <li>5.2, 5.5, 1.4</li> </ul>
Areas for Improvement	Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> <li>Mid-year teacher vacancies have remained unfilled. As a result, problems in class sizes, behavior management, and instructional effectiveness have been compounded.</li> </ul>	<ul style="list-style-type: none"> <li>5.1, 5.4</li> </ul>
<ul style="list-style-type: none"> <li>Classroom observations and multiple focus groups revealed that not all classrooms are staffed with teachers with the necessary classroom management skills to achieve student learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>5.3, 5.5, 2.1</li> </ul>

## VII. Recommendations

### Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school's prioritized Turnaround Principles. Anchored in the United States Department of Education's Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at James Russell Lowell School 51. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

Recommendation 1
Research and implement evidence based behavioral strategies proven to have the greatest impact on facilitating a safe, supportive learning environment. Review, refine, and implement tier 1, tier 2, and tier 3 PBIS supports with fidelity. Furthermore, clarify how PBIS supports integrate into the overarching supports organized under MTSS. Collaborate with teachers to create similar expectations and rules within all individual classrooms. Additionally, ensure ISS expectations are being implemented and that attending students are getting the interventions and supports to make the necessary attitude and behavioral corrections needed to be able to successfully return to the classroom.
Aligned Turnaround Principle(s)
2.1, 2.2, 2.3, 3.6, 5.3, 1.4
Rationale
A well-managed classroom has a significant impact on how well students do both academically and socially. Typically, students who have teachers who maintain proper discipline achieve 20 percentile points higher than other students. <sup>1</sup> Conversely, a single disruptive student can have a negative impact on the achievement levels of all the students present in the class. <sup>2</sup> Teachers, in working with learners who have significant behavior challenges, often make the mistake of overlooking simple strategies that have been proven to shape student behavior in powerful and positive ways. <sup>3</sup> Although typical classroom management strategies are important (e.g., rules and routines, consequences, administrative support), there are simpler and more impactful evidence based behavioral strategies that can be utilized and easily implemented into existing behavioral supports. <sup>4</sup> Effective classroom management, besides impacting student growth and achievement, plays a significant role in teacher job satisfaction. Studies have shown that positive teacher-student relationships are the most important factor on teachers' job satisfaction and sense of efficacy. <sup>5</sup>

<sup>1</sup> Marzano, R. J. (2003). A quantitative synthesis of research on classroom management.

<sup>2</sup> Hattie, John A. C. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*, Routledge.

<sup>3</sup> Penno, D.A., Frank, A.R., & Wacker, D.P. (2000). Instructional accommodations for adolescent students with severe emotional or behavioral disorders. *Behavioral Disorders*, 25, 325-343

<sup>4</sup> Killian, Shaun (2016) Top 10 Behavior Management Strategies. Retrieved from: <http://www.evidencebasedteaching.org.au/top-10-behaviour-management-strategies/>

<sup>5</sup> Freeman et al. (2014). Freeman, C., O'Malley, K. and Eveleigh, F. Australian teachers and the learning environment: An analysis of teacher response to TALIS 2013: Final Report. Australian Council for Education Research. <http://research.acer.edu.au/talis/2/>

Classroom observations completed throughout the SQR made apparent the need for improved classroom management and use of behavioral strategies. Evidence of rules and procedures was only observed in 50% of classrooms. In only 28% of classrooms did students execute transitions both mentally and physically with minimal direction. Furthermore, in only 38% of classrooms did teachers respond to student behaviors quickly and effectively. Additionally, classroom observations and school leadership focus groups made apparent the need to norm classroom expectations and rules. Building and district leadership focus groups also revealed the need to more fully implement tiered PBIS supports with fidelity at all levels.

<b>Recommendation 2</b>
Research and train teachers on the multiple instructional strategies needed to engage students in meaningful and differentiated classroom instruction. Prioritize professional development on the use of instructional strategies that are evidence based and proven to have the greatest impact on student growth and achievement. Furthermore, identify instructional strategies that can be paired with guided reading and guided math to ensure students not working directly with the classroom teacher are engaged in high quality instructional activities. Monitor and provide teachers with feedback on the use of newly learned instructional strategies; placing priority on those teachers most in need of coaching and support.
<b>Aligned Turnaround Principle(s)</b>
3.1, 3.2, 3.5, 3.6, 1.4, 1.9, 2.3
<b>Rationale</b>
<p>The use of multiple classroom instructional strategies addresses the reality that students learn differently, and as a result, vary in response to different instructional practices. The knowledge and use of multiple instructional strategies enables teachers to address students' multiple learning styles and thus, increase student engagement. Studies have routinely shown that students who are actively engaged in classroom instruction and activities are less likely to act out and be disruptive to an effective learning environment.<sup>6</sup> Through John Hattie's research, teachers can clearly find and implement classroom strategies proven to engage students and have the largest effect size on student growth and achievement.<sup>7</sup></p> <p>The teacher focus group and classroom observations revealed teachers need additional professional development and individualized coaching to support their effective use of intentionally varied instructional strategies. Specifically, classroom observations revealed teachers are in need of engaging instructional activities to use while implementing guided reading and math. Students who were not working with the teacher during these times were routinely disruptive, not on task, and/or not assigned a task. The SQR team believed a lack of engaging and varied instructional strategies contributed to a number of the disruptive behaviors observed during classroom observations. Furthermore, in less than 25% of classrooms observed were students receiving instruction through strategies that required them</p>

<sup>6</sup> Goss, P., Sonnemann, J., and Griffiths, K. (2017). Engaging students: creating classrooms that improve learning. Grattan Institute.

<sup>7</sup> Killian, Shaun (2017) Hattie Effect Size 2017 Update. Retrieved from: <http://www.evidencebasedteaching.org.au/hatties-2017-updated-list/>

to interact with the content, articulate real-world connections, and discuss the material with their peers. Additionally, in only 6% of observed classrooms did teachers regularly ask higher level questions, provide differentiated instruction, and/or address a rigorous depth of knowledge.

<b>Recommendation 3</b>
Collaboratively identify two to three instructional priorities for the 2018-2019 school year that will have the biggest impact on improving classroom instruction and student growth. Create an organizational plan for each identified priority that (1) identifies SMART goal(s), (2) utilizes a professional development calendar, (3) ensures progress monitoring and fidelity of implementation, and (4) Utilizes a Plan, Do, Study, Act (PDSA) continuous improvement cycle. Following completion of the organizational plans, continually communicate to staff the importance of prioritizing time and effort towards the identified instructional priorities.
<b>Aligned Turnaround Principle(s)</b>
2.2, 2.3, 1.2, 1.7, 5.2, 5.3
<b>Rationale</b>
<p>The identification of two to three clear instructional priorities serves to align school efforts towards focused and sustainable school improvement. Conversely, the existence of a multitude of instructional goals and priorities can lead to a feeling among staff of being overwhelmed, confused, and unfocused. Initiative fatigue has been proven to diminish the effectiveness of improvement efforts in a school.<sup>8</sup> Thus, school leadership must create the conditions for success by eliminating the distractions of non-priority programs and initiatives.<sup>9</sup> School improvement plans can provide an avenue to prioritize efforts towards school improvement, but often more is needed to further plan and align staff efforts towards achieving identified goals. Furthermore, continued and consistent monitoring of prioritized change solutions are needed to ensure sustained focus, strategic adjustments, and continued improvement occur. Professional development calendars, monitoring plans, and PDSAs are tools that help to maintain focus by thoroughly planning efforts throughout the school year towards addressing instructional priorities.</p>
<p>Throughout the review it was obvious that the school is earnestly seeking methods, strategies, and programs that will result in higher levels of student achievement. To this end, a number of instructional, behavior, and/or assessment programs exist and are being implemented with varying degrees of fidelity. However, classroom observations revealed that priority programs (e.g. guided reading, guided math, PBIS, etc.) are not being implemented and practiced effectively. Furthermore, although the school's detailed and thorough school improvement plan contains sections to encourage monitoring and strategic adjustments of school-wide academic goals, no evidence exists that this plan was closely progress monitored after the first quarter of the school year.</p>

<sup>8</sup> Reeves, Douglas B., (2011). Finding Your Leadership Focus: What Matters Most for Student Results. Teacher College Press, New York

<sup>9</sup> Hinckley, Peggy, (2012). Monitoring: Keeping Your Finger on the Pulse of School Improvement. LBJ Book Publishing, Indianapolis

## VIII. Appendix A: Evidence for Remaining School Turnaround Principles

### Background

We believe it is valuable for school and district leaders to have a summary of the TAT's findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school's prioritized Turnaround Principles.

School Turnaround Principle 1: School Leadership
Evidence Sources
Teacher Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Teacher Surveys, Professional Learning Community (PLC) Meeting Observations, Artifacts Provided by James Russell Lowell School 51
Evidence Summary
<p>Strengths</p> <ul style="list-style-type: none"><li>Teachers are given leadership opportunities by participating on committees dealing with racial equity, parental involvement, positive behavior and supports (PBIS), sheltered instructional observation protocol (SIOP), and social wellness.</li><li>The teacher focus group revealed that teachers feel supported by the building administration and are confident the building leaders will not hesitate to meet their needs.</li><li>On their survey, 95% of teachers agree or strongly agree with the statement, "Our principal communicates high expectations to staff, students and families."</li></ul> <p>Areas for Improvement</p> <ul style="list-style-type: none"><li>On their survey, 56% of teachers disagreed with the statement "Our school corporation (district) supports and enables flexibility and inventiveness for our school."</li><li>It is unclear if district and building initiatives, especially those that pertain to the same domain (e.g. tiered supports: PBIS, RTI, MTSS), are aligned and implemented in systematic and easily understood manner.</li></ul>

## **School Turnaround Principle 4: Curriculum, Assessment, and Intervention Systems**

### **Evidence Sources**

Classroom Observations, Teacher Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Community Member Focus Group, Principal Interviews, PLC Observations, Artifacts Provided by James Russell Lowell School 51

### **Evidence Summary**

#### **Strengths**

- A Schoology resource hub provides teachers with a number of curriculum, assessment, and intervention resources.
- The school has teamed up with United Way to provide the Read Up program to third graders identified as at risk of not passing IREAD. Sixteen out of twenty students who participated in the program passed IREAD during the 2018-2019 school year.
- In 80% of classrooms observed, when conducive to the lesson teachers used technology and/or classroom resources to support and clarify instruction.

#### **Areas for Improvement**

- In only 50% of classrooms observed, was the room arranged to support collaborative learning with easily identifiable work areas.
- The district focus group revealed the need to interconnect interventions and enrichment. Specifically, those students who have mastered standards need to be provided with enrichment opportunities during time designated for interventions.
- Due to a high number of students who are below grade level, the school switched from using district provided weekly assessments to those created within the building. It is unclear if the building assessments address the full depth and rigor of Indiana's Academic Standards.

## **School Turnaround Principle 6: Use of Data**

### **Evidence Sources**

Teacher Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Teacher Surveys, Artifacts Provided by James Russell Lowell School 51

### **Evidence Summary**

#### **Strengths**

- On their survey, 83% of teachers agreed or strongly agreed with the statement "Our teachers have scheduled time and a systematic process for analyzing formative assessment data."
- Weekly collaboration occurs between administration, academic coaches, and teachers to discuss data, utilize data to inform instruction, and discuss student growth and achievement.
- A shared google drive is utilized to gather and store data. All teachers are responsible for entering and reviewing the data.

#### Areas for Improvement

- Although the total number of office referrals from the 2016-2017 school year to the 2017-2018 school year has declined, referrals for 2<sup>nd</sup> and 5<sup>th</sup> grade cohorts have dramatically increased.
- The 2017-2018 School Improvement Plan identified the PBIS team's inability to have data readily available as part of the root cause analysis for climate and culture. The artifacts submitted and observations made during the two day SQR visit left it unclear if this has been corrected.

### **School Turnaround Principle 7: Use of Time**

#### **Evidence Sources**

Classroom Observations, Teacher Focus Group, Instructional Leadership Focus Group, Community Member Focus Group, Principal Interviews, Parent Surveys, Professional Learning Community (PLC) Meeting Observations, Artifacts Provided by James Russell Lowell School 51

#### **Evidence Summary**

##### Strengths

- The principal and leadership team, after noting the instructional cycle was not working, changed the format of PLCs to meet the needs of teachers and students.
- The master schedule includes time for guided instruction and lists staff who are present to support instruction.
- On their survey, 76% of parents agreed or strongly agreed with the statement, "Our school has a schedule that allows for parent communication with teachers."

##### Areas for Improvement

- Principal and teacher interviews revealed that reading interventions occur during the designated 90 minute reading block. Reading interventions must occur outside of the 90 minute reading block.
- In only 34% of classrooms observed, did students respond quickly to teachers' management techniques, resulting in lost instructional time.
- Evidence collected during classroom observations highlighted that a large percentage of students are off task during instructional activities.

### **School Turnaround Principle 8: Family and Community Engagement**

#### **Evidence Sources**

Teacher Focus Group, Student Focus Group, Community Member Focus Group, Principal Interviews, Artifacts Provided by James Russell Lowell School 51

#### **Evidence Summary**

##### Strengths

- The school is currently in partnership with Kids Dance Outreach and Young Actors Theatre for in-school arts-as-curriculum. As a result, students in grades 2-4 participate in theater and dance class twice a week.



- The school has formed a business alliance partnership with Salesforce. The company has contributed to the school financially to help with the purchase of technology. The company has also provided guidance on how to better use technology as instructional tools.
- At the end of each week, all grades send home Week at a Glance (WAG) forms to parents. These provide parents with grade level and school announcements.

#### Areas for Improvement

- The community partner focus group revealed a concern among community partners that the parent coordinator acts as a “back-up” for other positions. As a result, the parent coordinator is often not available in the parent center.
- Interviews with the principal revealed when parents have been invited to leadership and education taskforce meetings, attendance is very low.